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ABSTRACT

A descriptive case study reports and examines a five-year-old Finnish child's attainment of English language and communication skills during his first eight months in the United States, within a pragmatic theoretical framework, focusing on the various functions of utterances. The child's language usage is divided into social and egocentric speech and analyzed for communicative intention. The social, control, expressive, and informative modes of usage within those speech categories are distinguished and illustrated. The role of egocentric speech was found to have the most potential for further study, since it seems to reveal the secrets of the child's mind. (MSE)

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THE MOST FUNCTIONAL ENGLISH FOR A FINNISH FIVE-YEAR OLD

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The Subject and the Project

When a five-year old boy enters a new country, he may find circumstances which are quite different from those he is used to. However, his basic needs remain the same. He looks for security, he needs friends, and he wants to explore the surrounding world and his own imagination. To satisfy these basic needs in the new milieu the child often has to acquire a new functional language. The aim of the study reported here was to identify and describe the primary needs and functions of English usage for a five-year old Finnish boy, Antti, during his first eight months in the U.S.A.

A descriptive, observational case-study approach is commonly used in second language (L2) acquisition research, especially when a virgin territory is entered in which little has been investigated before. Since the functional use of L2 by children is a new research area, an observational case study may contribute to the discovery of the relevant variables of a phenomenon which involves interactive, interpersonal and contextual features. The observational approach permits collection of data in typical everyday speech situations, in school, in the playground, and at home.

Since this was a case study of my own son, it was of a great personal interest. The old idea that it is easy to learn a new language as a child appeared to be wrong, at least in this case. It may be that the greater plasticity of the brain (Penfield and Roberts 1959, Lenneberg 1967), or ego flexibility (Guiora 1972), makes second language acquisition easier in childhood, but the young child's limited cognitive capacity suggests that older children and adolescents do better in second language learning (Ervin-Tripp 1974, Snow and Hoefnagel-Höhle 1978, Ramirez and Politzer 1975). It seems to be difficult to acquire a new language at any age, and it is especially complicated when the child has to adapt to a new culture, to find new friends, and to start school at the same time. This is not only true of my son; it is also true of many other children from different language and ethnic backgrounds. They have to learn to function in a new milieu, and they can learn it only by interacting with other people in everyday speech situations.

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Antti came to the U.S.A. from Finland in September 1978, when he was 4 years 11 months old. The adjustment to the new surroundings, the redomestication (Schumann, mimeo), was not smooth for Antti. Many difficulties which are assumed to be characteristic of adults only, eg. 'language shock', 'culture shock', and 'culture stress' (Schumann), appeared to frustrate the child as well. On the first school day, Antti was very enthusiastic. He was sure he would have friends and a good time in kindergarten. The disappointment was obvious. It was almost impossible for him to make friends or even to express his most basic needs - to ask where the restroom was - without the fear of appearing comic or different. This was a real shock and produced anxiety and depression in the child.

Antti seemed, however, to reveal his anxiety and depression only at home. At school he behaved nicely and never showed adverse feelings. If he was rejected, he undertook some activity, like drawing, which did not require company. He seemed to avoid all kinds of conflict. Thus it was understandable that the teacher said Antti was a very nice, happy, and social child. She did not seem to know how reluctantly Antti went to school during the first depressive months.

After Christmas, the depression was over. Antti started playing outside, he brought friends home, or went to play at his friend's house. The motivation to socialize seemed to interact with positive attitudes toward the school and language use. The acquisition of language increased rapidly. Antti seemed to enjoy his friends, and even going to school.

In Antti's case the adjustment to the environment could be described with the curve in Figure 1.

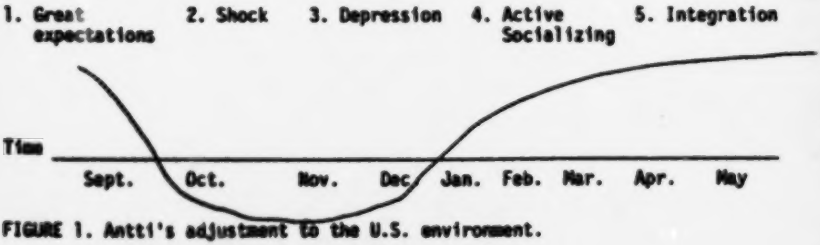

FIGURE 1. Antti's adjustment to the U.S. environment.

In order to participate in school and playground activities Antti used the following social strategies (fc. Fillmore 1976):

Try to act like other children by observing their behavior.

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Avoid any kind of conflict with other children or with teachers in order to please and be accepted.

Join the group and act as if you understand (Fillmore 1976).

Use special expressions - singing, humming, shouts, gestures - to give the impression that you are able to communicate.

Say greetings, attention-getters, or talk routines to give the impression that you can speak English (Fillmore 1976).

Look active. If you are rejected or the activity demands complicated interaction, look for something you can do by yourself, like drawing or looking at books.

Start to play games which do not demand difficult communication.

Take out interesting toys to get attention and other children interested in you and your playing.

Join one friend rather than a bigger group. Then you can count on your friend's help in interaction.

As a primary learning strategy (cf. Fillmore 1976, Hakuta 1976, and Huang and Hatch 1978) Antti used imitation. The greetings, contextual commands, and various labels for common objects appeared in this formulaic way into his first repertoire. As a second strategy he used formula combination. For example, the leave-taking at the child care center developed as follows:

Bye
Bye-bye
Bye-bye, teacher
Bye-bye, teacher, see you
Bye-bye, teacher, see you soon
Bye-bye, teacher, see you another week ('next day')

Original productions appeared in Antti's repertoire late in November. These rule-governed utterances, This - car and This car black, did not indicate any wide grammatical competence. As late as in May Antti used formulaic and productive utterances simultaneously:

Don' take my money!	No take guns!
What do you say?	What you's play?
Look at me!	Look this book.
I know it.	No's go Oakland Zoo.

He also used direct appeal for assistance as a learning strategy, for example in Finnish questions:

Mitä hurry up tarkottaa? (What does hurry up mean?)

Miten sanotaan sairas amerikaks? (How do you say sick in American?)

or in English questions:

What's this name? (pointing to the aquarium)

As a language learner, Antti seemed to be an average child (Fillmore 1976). After eight months he appeared to get along quite well in play situations with other children, even though his grammatical performance contained plenty of errors and his communicative competence was limited.

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The theoretical frame

Recent studies in the discourse analysis of L1 have been primarily centered on the investigation of discourse rules and pragmatic functions (Bates 1976). Even though the pragmatic or sociolinguistic functions of language have been described in the context of the first language, the various functions are by definition universal and, presumably, acquired at a very early age (Bates 1976, Grice 1968, Antinucci and Parisi 1975, Halliday 1975). Thus, the pragmatic approach provided a theoretical model for the analysis of communicative intentions and functions of L2 acquisition.

For the present study the unit of the pragmatic analysis of the speech situation was the speech act (Austin 1962), a word, or a formulaic phrase (primitive speech act, Dore 1974) that represented an independent illocutionary intention. The classification was based on the following evidence: the child's utterances, his non-linguistic behavior (gestures, mime, etc.), and the other participants' responses. The primary determinant of the illocutionary force of a speech act was the speakers's communicative intention.

However, when the child is acquiring a second language in a natural setting, the conceptual component of his utterance may also contain some intention-indicating device. For example, when the child is using his mother tongue, he often includes L2 expressions in his speech, since the new cultural environment is filled with novel and untried objects for him to discover and label. When he does not know the expression for a new object in his mother tongue, he borrows it from the second language, for instance:

Lunchbox jää autoon.

Minä katon sen big bird-ohjelman.

Missä se minun Halloween pumpkin on?

Yhellä pojalla oli semmoset hienot racing pants.

In my study I distinguished the functional determinant of the illocutionary force as communicative intention and the functional determinant of the proposition of an English utterance in a Finnish speech act as conceptual intention.

In the analysis of communicative intention, the major division, based on the status of the child's utterance, was made between social speech and egocentric speech (Piaget 1926). Social speech is addressed to someone for interpersonal intention, while the goal of egocentric speech is not to communicate with another person, although it may in fact be responded to (Wells 1973).

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As the theoretical framework of the functional classification I used an application of Wells' (1973), Halliday's (1975), and Dore's (1977) functional classifications. The main functional categories are summarized in Figure 2.

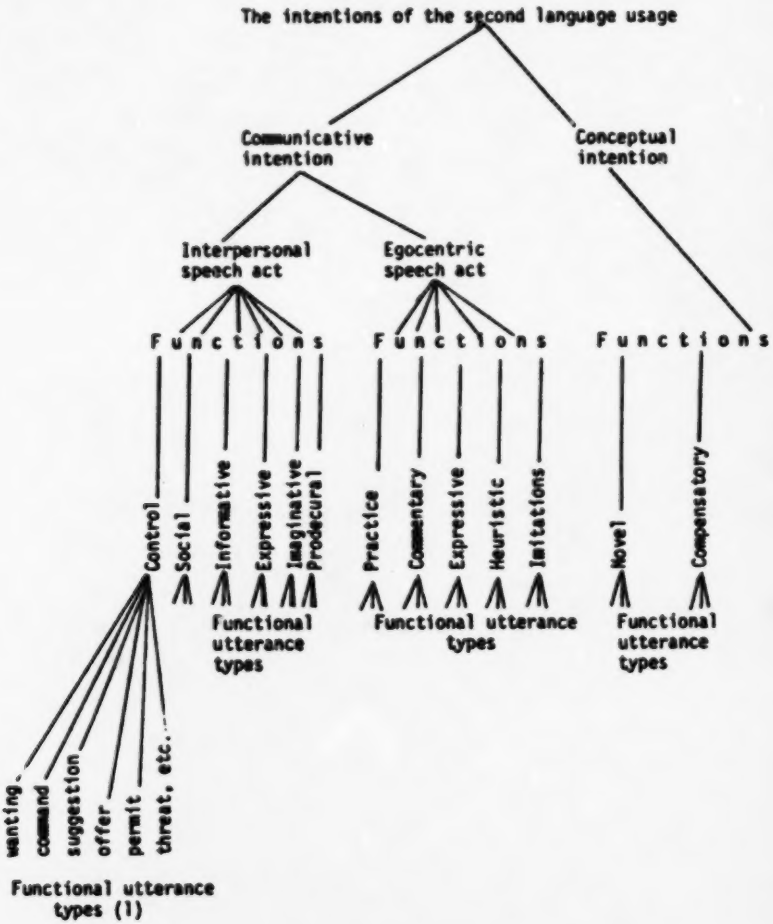

FIGURE 2. The main functional categories used in the present study.

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Communicative Intention

Social Mode. - During the first two months, Antti's major concern was not so much learning the second language but establishing a social relationship with its speakers. The social mode, the intention to establish and maintain social interaction, appeared to be the primary function of his earliest second language use. The social mode was at first reflected in formulaic greetings, farewells, and polite talk routines, such as:

Hi!
Bye! Bye-bye!
How are You?
See you!
Thank you.
Hello!
Good morning.
Good-bye!
Good night.
Have a nice day!

These formulaic expressions are isolated and occur usually in the first or the last position in the speech chain. One reason why these utterances are acquired first may be that they remain best in memory (Ervin-Tripp 1974). Moreover, these expressions often open and close the social interaction and therefore they are the most significant for a child who looks for social contact. They did not seem to represent phatic procedural silence-fillers to the child; they were significant keys for social relationships.

Situation: Leave-taking at care center.
Participants: Teacher, Antti and his mother.

A: Bye-bye teacher!
T: ---
(Since there is no answer, Antti asks his mother in Finnish why the teacher does not say farewell to him. The mother explains that the teacher probably did not hear.)
A: Bye-bye, teacher! (very loud)
T: Bye-bye, Antti, See you!
A: See you!

Besides greetings Antti acquired many polite talk routines quickly, even those he never used in Finnish, for example:

Thank you
Thank you very much
Milk, please
Have a nice day

The need for social acceptance seemed to require these polite routines, especially when he was interacting with adults. Later, in the spring, when pleasing the teacher was no longer so important for receiving positive attention, Antti seemed to 'forget' these routines. The comparison of two

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speech situations reveals this difference:

Situation: School, snacktime (11/10)	Situation: Care center, Snacktime (5/3)
Participants: Teacher, Antti	Participants: Teacher, Antti
T: Antti, do you want some milk?	T: Hey, Antti, how about some milk?
A: Yes - please (after drinking one cup)	A: Yeh. There enough?
A: Milk, please.	T: Oh, yes. Help yourself.
	A: (pours) No milk, anymore.

To open an interaction Antti used common attention-getters, ie. attention-words and naming:

Hi!
Hey!
Hi, Eric! Eric!
Hey, Justin!
Hey, Teacher!
Hey, you guys!
Look, Joe!

After Christmas, attention-getters seemed to be the primary social utterances. Hey, look was the most common utterance in Antti's speech.

Situation: Playing at home with an English-speaking friend, Brian. (1/28)

A: Hey, look.
B: What is it?
A: Look, look (raceboard)
B: Yeh, look this raceboard!
What is this for? (a part of the board)
A: This, here. (shows where the part belongs to)

Some non-verbal expressions, like humming, singing, shouting, and gestures often reflected a social function; the purpose was to fill the silence with anything that is close to communication.

Situation: Playing with Brian at home. (1/28)

B: What is that?
A: Boy, boy, boy.
B: Robin?
A: Yeh, Robin.
(Brian starts playing with Robin, Antti takes Superman.)
tu-tu-tu-tu (running sounds)
pow-pow (shouting sounds)
look, look out!

In the first months many short exclamations functioned as approvals or invitations, for example:

Yes! (That was a good trick.)
Oh, boy! (What a nice jump.)
Right? (Didn't I slide well?)
Okay? (pointing to the slide. Let's go to slide)

Thus short commentary phrases, like Okay, you know, right, seemed to have a real social intention, not just a silence-filling purpose. Later, in-

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viting or suggesting questions or exclamations were expressed with longer utterances.

C'mon! (11/24)
C'mon, play! (1/22)
You play me? (3/27)
You, my friend? (4/18)
You's come my house, playing? (4/18)
You wanna play with me? (5/17)

After Christmas, Antti seemed to be quite competent with many of the play routines which the children usually repeated during group games at school and child care center.

Catch me, catch me!
Free, free!
My turn!
One, two, three, go!
Ready, get set, go!

During the spring months Antti started to use polite discussion openers to create conversation, especially with adults:

Situation: Our neighbour Ralph is repairing his bicycle in the yard. (5/12)

A: Hi!
R: Hi, Antti, how are you today?
A: Fine.
(Long silence.)
A: Cold here?
R: Yeh, it's getting cold.
(silence)
A: You's got fine bicycle.
R: Yeh (laughing)
A: I got bicycle, too.
R: Yeh, I know.

However, socially negative expressions, rejections, and teasings also appeared in Antti's speech:

Situation: Three-year old Gailen wants to come to play with Antti. (3/18)

A: No come!
G: Yes, I'll come to play with your toys.
A: No, go your home! Go your house!

Situation: At the care center Antti is drawing with teacher (Joe) and other children. (4/30)

A: (drawing a skeleton) This, Joe! (laughing)
J: C'mon Antti, that's not me.
A: Yeh, this Joe, (to other children) look, this Joe!

Situation: At home looking at comic book with Taiwanese friend, Kem. (5/2)

A: (showing the picture of an ugly fat woman) Look, Kem, your girl-friend! (laughing)
K: -- (laughing, does not seem to understand)

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A: Yeh, Kam's girfriend, Kam's girlfriend! (laughing)
K: No, no, no! (seems to understand)
A: Yeh, Kam's girlfriend! (laughing)

The emphasis of the functional utterances of the social mode can be described longitudinally in the following stages:

1st stage (September - November): formulaic greetings, farewells, polite talk routines, inviting exclamations.
2nd stage (January - February): attention-getters, commentary phrases, play routines, invitations, suggestions.
3rd stage (March - May): invitations, suggestions, polite discussion openers, rejections, and teasings.

The development of the social mode progressed from the safe, formulaic, and most acceptable utterances to the wide range of social expressions: from polite discussion openers to the socially negative rejections and risky teasings.

Control Mode. - The control mode appeared in Antti's communicative repertoire through utterances which also had a social intention. Many expressions of want and suggestions could be categorized as social or control acts:

C'mon! (Let's play together)
Ball! (Let's play with the ball)
Let's go! (to the slide)

Some expressions of want, directions and commands, even expressed in one- or two-word utterances had an obvious controlling function:

Milk! (I want milk.)
Milk, please.
More milk!
Hurry up!

Situation: A girl is teasing Antti on the school bus.
(A girl is grabbing Antti's jacket.)
A: No. (mild prohibition)
(The girl goes on, scratching his hand.)
A: No! (prohibition, afraid)
(The girl goes on.)
A: Go - away!

After Christmas, clear requests, commands, and prohibitions appeared.

Give back! (toy car)
Come, come outside!
Come here!
Go there!
Wait!
Wait me!
No take it! (toy gun)
Don't do it! (Don't break my bicycle!)

Directive school routines were also used after Christmas:

Be quiet!
Sit down!
Lay down!

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Situation: At home offering a drink to friends. (2/22)

A: You orange juice? (to Alex)
(no answer)
A: Orange juice! Raise your hands! (Who wants orange juice?)

During the spring months, clear offers, threats, prohibitions, warnings, and solicitations appeared in the controlling speech:

Situation: Playing with Brian in the yard. (4/25)
(Brian has taken Antti's helmet)
A: Give it back! (strong command)
I beat you! (Brian runs to his home)

While playing on the playground at the care center (April - May):

Get out of my way!
Don't take my money, boy!
Don't go there!
No mess it! (Don't make a mess.)
You wanna wet? (warning: I am going to make you wet.)
You's wanna go inside? (offer)
Can you ties my shoe?

The functional development of the control mode can be described in the following stages:

1st stage (September - November): attention-callers, mild social directions, and wantings.
2nd stage (January - February): requests, commands, and school routines.
3rd stage (March - May): offers, threats, prohibitions, warnings, and solicitations.

The development of controlling utterances progressed from mild social directions to a varied range of directives, including strong commands, warnings, threats, and solicitations.

Expressive Mode. - The expressive mode indicating feelings and attitudes as an affective response to a situation appeared first in short exclamations that expressed delight, approval, amazement, dislike, or fear.

Situation: A boy does a trick on the slide in the playground.

A: Yes! (laughing, clapping his hands)

Situation: On Halloween morning a boy is wearing a mask.

A: Oh boy! (delighted and amazed)

Body language, including gestures and facial expressions, was often combined with these exclamations. Delight and approval arouse activity: clapping hands, laughing, smiling, and jumping. Loneliness and the feeling of being an outsider seemed to silence the child. His dislikes were often reflected in facial expressions: grimacing or sticking out his tongue. These universal gestures and mimes expressed his feelings and attitudes in the beginning, often without words, but sometimes connected with exclamations. Later they were accompanied with longer utterances:

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objects. This partly reflected the teaching methods used in the kindergarten class.

Situation: Study session in the classroom (10/21)

Participants: Teacher, Antti (and other children)
(Little toys on the table)

T: Antti, which one do you choose?
A: (takes a car)
T: What is it?
A: --
T: That's a car. Say - car.
A: Ca
T: Car.
A: Car.

In this way Antti learned at least the words: boy, ball, cat, car, cake, cup, can, monkey, marbles, money, mitten, mouse, mug. In the same way he learned English names for numbers.

Situation: Study session in the classroom. (11/10)

Participants: Teacher, Antti

T: Antti, how many balls do you see in this picture?
A: Balls. (does not understand the question)
T: Count the balls.
A: --
T: one
A: one, two, three, four.
T: Good! There are four balls.

The example reveals that Antti did not actually understand the instructional word, but the cue word one directed him to count.

Later, after Christmas, Antti also used questions in order to make others label some objects:

What name? (pointing to a toy spider)
What's that? (pointing to a baseball glove)

Affirmations, denials, rejections, and evasions appeared next in Antti's functional repertoire.

Situation: At home, playing with English-speaking friend, Brian (1/28)

B: Whose are those two (small cars)? Yours?
A: No. (does not seem to understand since the cars are his.)
B: You guy's?
A: No. - Yeh, yeh, okay. (Suddenly seems to understand.)

Situation: Playing at home with Alex. (2/2)

Antti: Look, he dead.
Alex: Who killed him?
Antti: I don' know.
Alex: Who knows?
Antti: Not me.

After February, informative utterances started to expand from simple labels, affirmations, and denials to informative statements, positive and

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Situation: Joe, teacher in the care center, is kicking the ball. (2/22)

A: Oh, Joe, good! (clapping his hands)

Situation: Looking at the drawing of the classmate at the care center. (5/15)

A: Kaeli, you's drawing better. (grimacing at his own drawing)

K: No, you are better than me.

On his birthday in October, Antti easily learned the whole "Happy Birthday" song. Since then, when he was in a good mode, he sang the song as an indication of happiness. After Christmas, for some weeks, the song "Jingle Bells" seemed to have the same indication as the birthday song.

As expressions of excitement Antti used the names of superheroes from the very beginning. Superman, Spiderman, Batman, Tarzan, Steve Austin, and Starwars represented, in both interpersonal communication and in egocentric speech, excitement and magic. These superheroes appeared at first in egocentric play, but soon they also emerged when Antti was playing with friends:

Situation: Playing in the schoolyard (11/23)

Participants: Antti, Justin

A: Superman, Superman! (singing)
J: What you doing?
A: Superman, Superman!
(Pretending to fly)
J: Superman, Superman!
(Both running and pretending to fly)

Situation: Playing at home with Brian (1/28)

Participants: Brian, Antti

A: Look, look.
Superman, Superman; (singing)
Watch out, super starwar!
phew - phew!

These magic words seemed to represent cue expressions for certain kinds of imaginative play which every boy seemed to know and which did not require demanding communication but only repeating these cue words with a certain singing intonation. Different kinds of sound effects were often connected with this type of playing. These 'super' words and sounds seemed to be the only imaginative expressions which Antti favored during the eight months.

After Christmas Antti started using apologies, approving and disapproving names, and persuasive cajoles spontaneously.

Situation: Antti pouring milk and spilling it on the table.

A: Sorry, sorry. (2/6)

Situation: In the school library, Jacob is mixing Antti's puzzle. (1/25)

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A: Stupid! Stupid!

Situation: In the yard a boy is kicking his broken bicycle. (2/26)

A: You crazy.

During the last months Antti used endearments, commiserations, blamings, and teasings, as well as statements of approval, disapproval, feelings, or attitudes.

Situation: In the care center to Mandy. (4/24)

A: I like you, honey.
M: Hey Norwell, Antti says he likes me.

Situation: In the care center Antti is listening while Kem's mother is speaking of how Kem does not speak English. (3/28)

A: Poor Kem, poor Kem!

Situation: While playing cards with Kwell in the school library. (5/13)

A: You mixing cards! (blaming)
K: No, I don't.
A: Yeh, you mixing.

Situation: In the yard at the care center to Serena (4/25)

A: Na-na-na-na-na-na! (teasing tone)
You can't catch me!
Na-na-na-na-na-na!
Could you kiss me! Could you kiss me! (teasing)

Situation: At care center to Joe (4/26)

A: You's big muscles, you's (s)trong.
You Superman.

Situation: Playing with Saara at her home. (5/4)

A: You's have many Sestame Street puzzles.
No fair, no fair!

The development of expressive utterances can be summarized in the following stages:

1st stage (September - November): exclamations of delight, approval, dislikes, fear, and amazement; magic superwords, and sound effects.

2nd stage (January - February): cajoles, approving and disapproving namings, and apologies.

3rd stage (March - May): endearments, commiserations, blamings teasings, and statements of attitudes and feelings.

The development of the expressive mode was from the mild external indications to the strong personal, positive and negative expressions of feelings and attitudes.

Informative Mode. - During the first months of Antti's second language acquisition the informative mode appeared in repeating and naming

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negative content questions, and justifications.

Situation: In the school library with librarian. (2/21)

L: Hey, Antti, where is Jun?
A: Jun no school.
L: Oh, Jun is absent today?
A: Yeh.

Situation: At home discussing with Taiwanese friend, Kam. (4/29)

A: Kam, you like hamburger?
K: No.
A: What you like? You eats Japanese food?
K: No.
A: What you eats?
K: I don't know. (Kam has probably not understood the questions)

Situation: At the care center with mother and teacher, Norwell. (5/17)

M: Did you have a good day?
A: Yeh. He's go to Oakland....
Norwell, where he's go today?
M: Oakland Museum.
A: Yeh, Oakland Museum.
M: Really? What did you see there?
A: Snakes, big snakes!
M. Snakes? Didn't you see any paintings?
A: No, snakes, big snakes, little snakes! I was scared.

Situation: At home, parents are talking with neighbour about an earthquake. (5/14)

A: When earthquake is coming, yous put your hands like this your head. Then go under table.

The informative mode seemed to expand quite slowly in the beginning. The stage of ostentions, repeating or labeling objects, seemed to last for four to five months. After that, the utterances expanded very fast with the growth of the sentence structure. The development of informative utterances can be described in the following stages:

1st stage (September - January): Repetitions, labels, affirmations, and denials.

2nd stage (February - May): Informative statements, different content questions, and justifications.

The trend in the development was from repetition of content words toward varied personal and general informative statements and questions.

In interpersonal communication the social mode appeared to serve as the primary function. The control, expressive, and informative utterances appeared later and they often seemed to serve social functions too. The functional development seemed to reflect a process of differentiation. The imaginative mode did not have a clearly independent role. Imaginative utterances could be analyzed in the context of the expressive function.

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Procedural utterances did not seem to be so 'procedural' for a second-language-learning child, but represented rather social comment, or attention-calling expressions. Tutorial expressions could not be identified in this case.

Table 1 summarizes the functional categories and their development in interpersonal communication.

TABLE 1. The developmental stages of functional utterance types during the first eight months of Antti's second language acquisition.

	SOCIAL MODE	CONTROL MODE	EXPRESSIVE MODE	INFORMATIVE MODE
1st stage September to November	greetings farewells polite talk routines	wantings social directions attention- callers	exclamations of delight, dislike, etc. magic words sound effects	repetitions labels affirmations denials
2nd stage January to February	attention- getters playroutines commentary phrases invitations suggestions	attention- callers school commands requests commands	cajoles apologies approving and disapproving names	
3rd stage March to May	invitations suggestions polite openers rejections	prohibitions warnings threats offers solicitations	endearments commiserations blamings teasings statements of feelings and attitudes	informative statements positive/negative questions content questions justifications

The first stage can be characterized as a polite formulaic way for establishing social interaction with children and adults. The second-stage utterances reveal strong personal calling for attention and real interaction. The third stage reflects affective and functional differentiation in everyday speech situations.

Functions of Egocentric Speech. - Egocentric speech was used during the first months primarily for imitations and repetitions of English utterances. These utterances seemed to have a clear practice intention. Often the utterances appeared at first in egocentric speech and later in interpersonal communication. Sometimes the repetition of phrases resembled instructional drills used in formal second language classes.

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Situation: Playing with toys at home. (11/18)
Hurry up, hurry up, hurry up.
Äiti, mitä hurry up tarkottaa?
(Mother, what does hurry up mean?)

Situation: Walking on the street.
No matter, no matter, no matter, no matter (3/2)
Don' take my money, boy, don' take my money, boy, (4/2)
don' take my money, boy... (with Black English intonation)

The repetitions sometimes resembled playing with words or phrases which seemed to sound interesting to the child.

Situation: Playing with toys. (2/16)
Somebody, somebody, some body, some body, body, body.

Situation: Coloring a book at home. (1/24)
Jingle, jingle, jingle bells,
jingle, jingle, jingle

During the first months some socially negative or otherwise delicate utterances for interpersonal communication were included in egocentric speech only. This kind of taboo utterances were, for example:

Kiss me, kiss me. (10/8)
Kiss me, honey! (1/18)
Shut up! (10/30)
Stupid! (11/28)
I hate you. (1/25)
I beat you up! (1/29)

They did not appear in interpersonal speech before March. During the last three months such utterances were also quite common in Antti's interpersonal communication.

Antti's English utterances gradually increased in egocentric speech in the form of role-playing. His most common imaginary playmates, the superheroes, Steve Austin (Six Billion Dollar Man), Tarzan, robbers and policeman gradually started to speak English. English seemed to sound more imaginative and exciting to the child. At first the magic names of superheroes added some magical quality to role-play. Later the whole speech of these role-mates changed into English:

Situation: At home playing by himself. (10/29)
C'mon, Superman, Superman!
Mä viel' voitan sinut (I gonna win you.)
Superman, Superman (singing)
ottaa kaikki miehet kiinni. (Catches every man.)
Okay.
Superman, Superman!
phew - phew - phew - phew (flying sound)

Situation: At home playing by himself. (4/24)
Spiderman menee sisälle (goes in)
Can't get out, can't get out!
Help me! Help me!
Sillon se tukehtuu (Then he can't breathe anymore.)

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Situation: At home playing by himself. (5/2)
Miehiä on tuolla sisällä (There are men inside)
ja ne tulee sieltä (and now they come)
What do you do there, boy?
Hey, monster
Watch out, baby
Youh-yuh (Tarzan's screaming)
Voi ne pelastaa sinut (They can rescue you)
Quiet! Me ollaan little robots (We are little robots)
Tule tänne, please.

Situation: Playing at home (5/8)
Pow-pow (shootings)
Hey, look, guns!
Pow-pow!
Get out of my way!
This my horse and I'm police, policeman.
Toi on (He is) police, too.

The use of English seemed to add some power and excitement to the utterances of the role-mates. However, there was a lot of mixing of the two languages in Antti's role speech.

During the last months Antti used English also in commentary intention associating with the action of the moment:

Situation: Antti is looking for something. (5/12)
Where they are?
Where they are?
Oh, here they are,
little shoes, little tennis shoes.

The development of egocentric functions and functional utterances can be characterized in Antti's case with the following two stages:

	FUNCTIONS	FUNCTIONAL UTTERANCE TYPES
1st stage	Practice mode	Imitations, repetitions
September	Playing mode	Changing imitations
to	Taboo mode	Socially negative and delicate utterances
January	Imaginative mode	Magic "super" names
2nd stage	Role-playing	Role speech
February	Imaginative mode	Powerful and exciting utterances
to May	Commentary mode	Action comments

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Conceptual Intention

During the eight months Antti's home language was his mother tongue Finnish. In Antti's Finnish speech the amount of English gradually increased.

During the first months Antti used English words in Finnish speech mainly to label novel or untried objects of the new environment.

Lunchbox jäi autoon. (I forgot my lunchbox in the car.)
Minä katon sen big bird ohjelman. (I wanna see that big bird program.)
Anna mulle peanut butter sandwich. (Give me a peanut butter sandwich.)
Yhellä pojalla oli semmoset racing pants.
(One boy had that kind of racing pants.)

Situation: Telling about Tarzan to his father. (2/8)

A: Tarzan meni sitte spaceen. (Tarzan went then into the space.)
F: Mikä se space on? (What is the space?)
A: Se on planet. (It's a planet.)
F: Mikä se planet sitte on? (What is then the planet?)
A: Mikä? En minä tiiä. (What? I don't know.)

After Christmas Antti started compensating the most common nouns, adjectives, and verbs with English words even in his Finnish speech.

Schoolissa oli tänään semmone movie. (There was a movie at school today.)
Teacher sano että pitää mennä simming. (Teacher said that we have to go swimming.)
Miten tää room on nään messy? (How is this room so messy?)
Kato mun face, se on bleeding. (Look at my face, it's bleeding.)
Missä ne kaikki toys on? (Where are all the toys?)

In his Finnish speech Antti used English during the last months also for quotation purposes:

Situation: Talking about Joe, the teacher at the care center.

Joe taki nään, Look at my muscles, boy!
(Joe did like this...)

Situation: Quoting Kaeli's promise.

Kaeli sano care centerissä I come your house another day.
(Kaeli said at the care center ...)

After March Antti avoided speaking Finnish outside the home if some English-speaking friends were listening. This integrative intention increased the use of English also when he was speaking to his parents.

Situation: Mother comes to pick up Antti at the care center. (4/27)

M: Hey, Antti, mä tulin jo. (Hey, Antti, I have come already.)
A: I saw you.
M: Mitä sä teet? (What are you doing?)
A: I'm drawing.
Where is black?
Kaeli: Here it is.
A: I like this black. I like that guy. I like black guys.
(Kaeli is laughing)

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M: Eiks me lähetä jo? (Can't we go now?)
A: No!
M: Mitä sä nyt vielä piirrät? (What are you still drawing?)
A: No me tell you.
M: Miks et? (Why not?)
A: It's nothing.
M: Okay, let's go now!
A: Okay.

The functions of using English in mother tongue speech were the following:

1. Novel function: to label novel or untried objects.
2. Compensatory function: to compensate the most common words with second language.
3. Quotation function: to borrow the whole speech act for illustrative purposes.
4. Integrative function: to demonstrate the integrative intention.

Conclusion

This descriptive case study was only a small step in the exploration of the functional acquisition of a second language. Hopefully, it provided some new perspectives for further investigation. Individual differences or contextual, cultural, and situational factors that affect functional acquisition probably require more experimental examination. Comparative studies between first and second language functional learning at different age levels provides an interesting research area. The role of egocentric speech in second language acquisition emerged as the most fascinating problem for further investigation in the present study, since egocentric speech seemed to reveal the real secrets of the child's mind.

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